

DOCUMENT RESUME

ED 189 685

EA 012 777

AUTHOR Guclielmino, Lucy M., Ed.
TITLE Report of the Governor's Task Force on Community Schools, June 1979.
INSTITUTION Governor's Task Force on Community Schools, Tallahassee, Fla.
SPONS AGENCY Department of Housing and Urban Development, Washington, D.C.
PUB DATE Jun 79
NOTE 43p.: Not available in paper copy due to marginal legibility of original document.
AVAILABLE FROM Charles Stuart Mott Center for Community Education, College of Education, Florida Atlantic University, Boca Raton, FL 33431 (single copy free)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Agency Cooperation: *Community Education: Community Involvement: *Educational Facilities: Elementary Secondary Education: *Facility Utilization Research: Public Opinion: *Shared Facilities: *Space Utilization
IDENTIFIERS *Florida

ABSTRACT

The Governor's Task Force on Community Schools studied the availability of unused and underutilized space in Florida's public school facilities; the possibilities for broader and more imaginative use of existing school facilities for community purposes so that they might serve all age groups during an expanded time period; the need for conveniently located facilities for service delivery by state, local, and other service agencies, both public and private; the cost-effectiveness of coordination and joint use of public facilities; the program efficiency that could result from co-location of human service functions; and the barriers to the implementation of joint use of public facilities and cooperative, coordinated efforts. The findings, conclusions, and recommendations of the task force are reported in three separate sections reflecting the major categories the task force's information fell into: the climate for further implementation of the community schools in Florida, actual and possible utilization of Florida schools, and the interagency coordination and cooperation necessary for increased utilization. A separate section presents the recommendation for a governor's commission on community education. (Author/IRT)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FD189685

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



**REPORT OF
THE GOVERNOR'S TASK FORCE
ON
COMMUNITY SCHOOLS**

EA 012 777

JUNE, 1979

2

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

V. M. Kerensky

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

The Governor's Task Force on Community Schools

Bob Graham, Governor

Vasil M. Kerensky, Chairman

Charles E. Chick

Phillip A. Clark

J. Scott Dailey

Stan Jordan

Homer A. Ooten

Mrs. Raymond (Marge) Pearlson

Richard F. Pride

Mrs. Clayton (Wray) Register, Jr.

Max B. Rothman

Louis J. Tasse

Donald R. Taylor

**Report of
The Governor's Task Force
on
Community Schools
June, 1979**

Edited by
Lucy M. Guglielmino

ACKNOWLEDGEMENT

The members of the Task Force are indebted to the people of Florida and their representatives for the cooperation received in the development of this report.

The efforts of the Task Force were enhanced by the assistance and support of representatives from all levels of government and scores of organizations and individuals. Special thanks are due to Nancy Tuttle, who served as a consultant to the Task Force.

The Task Force also wishes to acknowledge the support given to its individual members by their respective institutions and agencies.

PREFACE

Social forces such as the breakdown of traditional institutions, alienation, increased mobility, and the accompanying loss of a sense of community have resulted in a movement toward reassessment of the role of the traditional school in the community. Such factors as economic scarcity, ecological necessity and declining school enrollments have given added practicality and urgency to the reanalysis of the role and scope of the schoolhouse. Public school facilities, which were formerly used primarily to serve the needs of young children, are increasingly being viewed as a resource for the entire community.

Recognizing these trends as well as the economic benefits of increased use of school facilities, Governor D. Robert Graham convened the Governor's Task Force on Community Schools on February 23, 1979.

The basic thrust of the Task Force was to study the following:

- The availability of unused and underutilized space in Florida's public school facilities.
- The possibilities for broader and more imaginative use of existing school facilities for community purposes so that they might serve all age groups during an expanded time period.
- The need for conveniently located facilities for service delivery by state, local and other service agencies, both public and private.
- The cost-effectiveness of coordination and joint use of public facilities.
- The program efficiency that could result from co-location of human service functions.
- Barriers to the implementation of joint use of public facilities and cooperative, coordinated efforts.

As the Task Force gathered information, the findings appeared to relate to three major categories: the climate for further implementation of the community schools in Florida, actual and possible utilization of Florida schools, and inter-agency coordination and cooperation necessary for increased utilization. The findings, conclusions, and recommendations of the Governor's Task Force on Community Schools are therefore reported in three separate sections, reflecting these topics. A final, global recommendation encompassing the three topics is presented in a separate section.

Accompanying this report are two supporting portfolios. The first contains letters related to the work of the Task Force, including the responses of school superintendents to a request for recommendations concerning community school implementation and samples of HRS District XI directives designed to promote joint use of facilities. The second portfolio contains minutes of the Task Force meetings and weekly progress reports.

TABLE OF CONTENTS

Acknowledgement	
Preface	
The Governor's Charge to the Task Force	5
The Current Climate for Further Implementation of the	
Community School Concept in Florida	7
Findings	8
Conclusions	9
Recommendations	10
Utilization of Florida Schools	13
Findings	14
Conclusions	23
Recommendations	24
Interagency Coordination and Cooperation	27
Findings	28
Conclusions	30
Recommendations	31
A Final Recommendation: The Proposed Governor's Commission	
on Community Education	33
Epilogue	36
Appendices	
Appendix A Glossary and Definition of Terms	37
Appendix B Task Force Procedures	39

THE GOVERNOR'S CHARGE TO THE TASK FORCE

The Task Force on Community Schools is the fourth Task Force I have appointed since December 1978. The priority which I place on the work of this Task Force is very high, because it touches on so many of the issues that are going to dominate this state from now through the end of this century.

What are some of these issues? I wish I had the **Tallahassee Democrat** which I left on the plane this morning. The headlines were typical of what many newspapers in Florida are now reporting and will be reporting over the next several years: An elementary school in Tallahassee is being recommended for phase-out because the population of children in that particular part of the county is no longer sufficient to justify the continuation of that school. The headlines and the body of the story discussed this as a problem. I would say that we ought to begin to think of this as an unexplored opportunity. We should view this school as a resource which has many of the facilities that the local area will require. The school is well located, with an established pattern of service delivery and transportation, and it is now available to serve as a center for the delivery of a wide range of services.

One of the fundamental facts that is going to affect Florida probably more than any other state in the next twenty years is the dramatic change in the distribution of our population. As recently as 1960, less than twenty years ago, Florida had essentially an average distribution of its population when compared to national figures. In 1960, eight percent of the nation's population was over the age of sixty-five; in Florida, nine percent of the population was over the age of sixty-five. Today, Florida has one of the most imbalanced population distributions in the nation. We have the largest percentage of persons in our population over the age of sixty-five, greater than one in six, and we are rapidly approaching the time when we will have one of the smallest percentages of population under the age of eighteen. This poses some tremendous challenges. How are the institutions that have traditionally been based upon serving the under-eighteen population going to respond to this declining clientele? On the other end of the spectrum is the question of how we are going to develop institutions to deal with an issue that we have not really faced: the necessity for serving an ever-increasing older population.

This only represents the picture as it stands in 1979. Some projections indicate that the year 2000, one in four people in Florida will be over the age of sixty-five. I happen to have a personal interest in that because I will

be sixty-five in the year 2000. By the year 2025, the figure will be somewhere in the vicinity of one in three Floridians over the age of sixty-five.

These statistics point to a relative decline in the demand for traditional schooling for the young and a highly escalated requirement for a range of other kinds of services for older Floridians. The challenge for us now is to look at our school facilities, including that school in Leon County, and begin to recognize the opportunities that are to be found in effectively meeting additional community needs with existing facilities; namely, schools.

I was very proud to have been involved with Marge Pearlson, Bill Kerensky and Lou Tasse in the early stages of the community school movement in Florida. At that time, essentially, the idea was to take the padlocks off the gates and let the school be physically open, so that people of all ages could come in and make such use of it as they would, an important but relatively passive concept. Then the idea of providing some additional and enriched educational and recreational programs inside the school took us to the next echelon.

The Jacksonville Community Schools probably represented the most extensive applications of the concept of community schools, not only in Florida, but in the nation. Through a consortium between the school district and the local municipal government, the schools were becoming the place where physical and mental health services, programs for the elderly and a whole range of other community services were being provided. Stan Jordan, a member of the Task Force, was part of that effort. The school was seen as a physical place in which many services would be delivered, with education the predominant but not the exclusive service. The Jacksonville experience is also an indication of the kinds of problems that are encountered when we start to push an idea to the perimeters of logic. Resistance, turf protectionism, people who can see the past more clearly than they can the future, all began to coalesce, and today the movement in Jacksonville has been blunted. I believe that we cannot afford, if we are going to be faithful to our responsibility to the next generation in Florida, to let that occur. I believe that at the state level we can provide a substantial amount of momentum to see that it does not occur.

Back in November Max Rothman and I discussed the kinds of relationships that might develop between HRS District XI and the educational institutions of Dade County. I had a similar conversation with

Superintendent Johnny Jones. I believe that we can begin to demonstrate by example that cooperation between educational and social service institutions can bring about schools that become new centers for their communities.

One of the most memorable statements I have heard in the last several years characterized schools as "society's residual institution." That residual institution definition has several interesting connotations. The school is a residual institution in a traditional sense. We used to think of the schools and of the concept of education as almost synonymous. Education was the thing that took place inside a school. That was not far from the truth a hundred years ago. Today it is very far from the truth. Now we, and particularly young people, are bombarded by all kinds of educational institutions and influences, the most significant and obvious of which is about twenty-three inches in diameter and located in a central room in most homes. I would suggest, for instance, that more people are having both their cognitive and attitudinal concepts of race relations in America affected by what they have seen on "Roots" than they did by whatever they heard about race relations in a conventional classroom setting. Schools are going to have to find a new role for themselves as an educational institution. One role envisions schools becoming increasingly a catalyst for other educational experiences. Their new responsibility to young people would be to help them to integrate, absorb and place in a proper perspective what they are seeing on television or what they are learning from other unstructured educational experiences.

However, another connotation of that residual institution is that the school has a responsibility toward social issues. It is easy to say that the schools have taken a bad rap, that the school should not be held responsible for the fact that children enter kindergarten from homes where they do not receive proper family attention or where the health care system has failed and the mother did not get adequate prenatal attention. Perhaps the economic system did not allow the family to earn adequate income to provide the kind of nourishment for the proper upbringing or adequate housing. All of these things may have occurred; yet the results are temporarily invisible. Then, all of a sudden, when that little five or six year-old shows up in kindergarten or first grade, that invisible problem becomes highly visible; and it becomes a school problem. It is easy to say that schools do not have the responsibility of addressing these problems. The reality is that they are going to have the responsibility because for the next twelve years they are going to be obligated to provide schooling for that child. Therefore, they have neither the pragmatic nor the moral right to turn their backs on those social problems. The opportunity to use the school as the focal point for the solution of these social problems thus becomes another of the challenges.

I would like to make one final comment regarding what I think is the most pernicious segregation that we are likely to be facing for the rest of our lives. It is not a segregation by race or national origin or any of the kinds of conditional segregation with which we have dealt; it is segregation by age, the division of people as families lose the kind of extension that some of us were fortunate enough to know through close relationships with our grandparents. Fortunately, the best means of avoiding age segregation already exists; the very facilities which an effective community-based program for the elderly requires, such as food service, health service, recreational facilities and locations for adult day care are presently available in most communities. They are called public school buildings; and many of them, like the one in Leon County, have now suddenly become unused.

As you can see, we have the opportunity here in this one Task Force to deal with almost every one of the fundamental social issues that the people of our state are going to have to contend with in the next twenty years. This underlines the significance of your task. We no longer have the luxury of failure. We cannot allow the traditional reasons why it cannot happen to stop us. We must have a vision for the future. I think one of the best ways to show that it can happen is to make it happen, to show by some leadership and example what is possible; then, to export these successful experiences into areas that are less bold in their willingness to take on new approaches. We have in this room the people who can assist in seeing that it happens. I can say that as Governor, I am fully committed to this happening. I made a speech in Tallahassee two years ago before a community school group and said that if I were fortunate enough to become Governor of Florida I would want to use an equivalent of the Environmental Impact Statement, that I would call the Community School Impact Statement, directed to state agencies looking for places in which to provide their services. That is to say, before we talk about establishing a Health and Rehabilitative Services network facility or community care program for the elderly or any other program over which the state has some control, I want to know, as Governor, that we ask the question: "Is there a school in which that service could be provided?" and that we have a credible reason to justify the answer if it is in the negative.

The assumption is that the local school is the place where these kinds of services should be delivered and the burden is on those who want to deny that assumption. That is the commitment that I made two years ago and I make today. We need your help in moving from where we are to where we have to be as quickly, as expeditiously and with as much good spirit and cooperation as possible. That is a heavy responsibility to place upon any Task Force, but as I look around this group, I do not know another group of Floridians who are more capable of accepting this challenge.

**THE CURRENT CLIMATE FOR FURTHER IMPLEMENTATION
OF COMMUNITY SCHOOLS
IN FLORIDA**

One of the first priorities of the Governor's Task Force on Community Schools was to assess the general awareness of a variety of groups regarding their understanding of the nature and purpose of community schools and to identify some of the barriers to the implementation of the community school concept. The Task Force found the following conditions, perceptions and attitudes that are submitted as findings.

FINDINGS ON THE CURRENT CLIMATE FOR FURTHER IMPLEMENTATION OF THE COMMUNITY SCHOOL CONCEPT IN FLORIDA

LACK OF FAMILIARITY WITH THE CONCEPT OF COMMUNITY EDUCATION

- The general public and the professionals who provide human services are largely unfamiliar with the concept of community education and the role that community schools play in this concept. The need for community schools and the benefits to be gained from expanded community use of the schools are not generally understood.
- Many persons in leadership positions impacting community education are not fully aware of the community education concept, even those responsible for developing and implementing regulations pertaining to community schools.
- Many school leaders, as well as the general public, view community education and the community school as adult education programs offered after normal school hours. Consequently, community school coordinators in many school districts are functioning as evening school principals or building supervisors at night instead of functioning as community education leaders out in the communities.

CONFUSION OF EDUCATION WITH SCHOOLING

- In general, the terms **education** and **schooling** are viewed as synonymous by the general public, professional educators and human service providers. Understanding of the totality of the educational enterprise is not currently widespread.

FOCUS OF THE SCHOOLS ON THE K-12 MISSION

- The main mission of schools, in the judgment of school leaders, faculty and the general public, centers on meeting the educational needs of children five to eighteen years of age.
- Administrators of kindergarten through grade twelve educational programs who understand and support the community education concept still view its implementation as impractical because of the present

inadequate funding formulas. Present funding formulas, they feel, force a choice between fulfillment of the K-12 mission and community education.

- School board members, once aware of the community education concept, are generally enthusiastic and supportive of the idea. However, they also have serious reservations regarding present community school funding patterns which appear to draw dollars away from the K-12 mission.

LACK OF ACCEPTANCE OF SOCIETAL PROBLEMS AS A COMMUNITY RESPONSIBILITY

- Societal problems such as the unbroken cycle of poverty, increased client dependency, low achievement results, the rising number of single family households, and the need for services to the severely handicapped are largely viewed as problems for social service agencies. They are not generally seen as community problems affecting all community members and organizations and requiring community involvement to reach solutions.
- While the public does not generally view societal problems as problems for the schools to deal with, the declining faith in the public school system seems to be largely based on the schools' failure to deal with the results of these problems.

LIMITATIONS OF CURRENT PATTERNS OF FUNDING FOR EDUCATION

- Up to this point, all funding for public schools (except for categorical funds) has been for the K-12 mission rather than the provision of educational experiences for all community members. This funding pattern causes community schools to be viewed, in many cases, as an add-on and a drain on the K-12 mission.
- At the present time, the thrust of community education, including coordinator's salaries and support services, is being carried out by the Department of Education alone. No other agencies are financially involved at the state level. In some areas, however,

local governments have contributed to the funding of community education programs.

USE OF UNTRAINED COMMUNITY EDUCATION COORDINATORS

- In some areas school administrators other than professionally trained community education coordinators are given community education titles and receive state funds for their salaries. Use of unqualified coordinators seriously hinders the development of true community schools.

LACK OF ADEQUATE COMMUNITY SCHOOL MODELS

- Examples of community schools that can serve as guides for the development of other community schools in Florida are inadequate. Those that exist are often the result of an individual effort and are not generally viewed as part of the system or used to develop other models.

LACK OF EFFECTIVE MEDIA TO PROMOTE THE COMMUNITY EDUCATION CONCEPT

- Community education has not been effectively promoted through available media. Media packages that are available are seen as highly idealistic and impractical in view of current levels of financial support for the concept.

Based on the preceding observations and findings, the Governor's Task Force on Community Schools has reached the following conclusions.

CONCLUSIONS CONCERNING THE CURRENT CLIMATE FOR FURTHER IMPLEMENTATION OF THE COMMUNITY SCHOOL CONCEPT IN FLORIDA

GAP BETWEEN THE IDEAL AND THE REAL

- There is a serious gap between the ideal and the real in terms of the development of the community school concept in Florida. The idea is alive, but it has been only partially realized.
- Community schools in Florida run the risk of becoming after-school adult education evening programs. The limited support for the process of community education, mirrored against full time equivalency (F.T.E.) funding for adult education and other related programs, forces a survival posture on the part of many individual districts. As a consequence, these districts are developing pseudo-community schools that have a striking resemblance to adult evening schools.

NEED FOR INCREASED AWARENESS OF THE COMMUNITY EDUCATION CONCEPT

- There is a need to enlist the support of a host of agencies and associations, as well as the media, to increase public awareness of the community education concept.
- Successful implementation of the community education concept requires understanding of the support for the community education concept by a broad range of individuals in positions of leadership, including legislative leaders, higher education faculty, city and county officials, and school and social

service agency administrators at all levels. Since the community education concept is not widely understood by these individuals, there is a need for training and development programs to enhance understanding of the concept of community education.

NEED FOR EXAMINATION OF FUNDING FORMULAS AND REGULATIONS

- School and agency funding formulas and regulations should be examined in relation to their impact on the development of true community schools.
- The current funding formula which penalizes school districts for exceeding a fixed budgetary ratio of administrative costs to other costs discourages the development of community schools in smaller districts. Unless the smaller districts choose to be penalized, they are essentially forced to choose between having an assistant principal or a community education coordinator.

NEED FOR BROADLY BASED FUNDING FOR COMMUNITY EDUCATION

- Financial responsibility for community education, including coordinators' salaries and support services, should not be the sole responsibility of the Department of Education.

- Failure to address the problem of inadequate funding for community education will hinder the expansion of the community school concept in our state.

NEED FOR EXAMINATION OF CRITERIA FOR FUNDING FOR COORDINATORS

- The present criteria for state funding of community school coordinators should be examined to eliminate inappropriate use of funds designated for this purpose, and to insure that persons hired as

community school coordinators are properly trained.

NEED FOR MODEL COMMUNITY SCHOOL PROGRAMS

- There is a need for the development of model community school programs in Florida which can serve as examples of what can be done through the implementation of the community education concept.

The preceding findings and conclusions suggest that much must be done to heighten the awareness of the general public and of individuals at all levels of government, including the legislature, concerning the full potential of a **community school**. Community schools play an important part in the development of effective "community systems" to establish a sense of community. The implementation of ideas that involve coordination, cooperation and co-location are often referred to as the community education concept. The vision, the possibilities and the resulting benefits of the concept are lacking in Florida's schools at the present time. Because of this, the community school is viewed as an add-on in most school systems, as well as in the State Department of Education.

Based on the current climate for further implementation of community schools in Florida, the Task Force makes the following recommendations.

RECOMMENDATIONS BASED ON THE CURRENT CLIMATE FOR FURTHER IMPLEMENTATION OF COMMUNITY SCHOOLS IN FLORIDA

GOVERNOR'S CONFERENCE ON COMMUNITY EDUCATION

That the Governor convene a Governor's Conference on Community Education. Participants would include legislative leaders, appropriate state and local agency heads, key professional association leaders, and lay leaders. The purposes of the conference would be to (1) heighten awareness and understanding of community education, (2) to air group sentiments on barriers to increased use of public facilities; and (3) to provide a base for the development of a Governor's Policy Statement on Community Education. Other recommendations contained in this report will suggest possible means to implement these policies into a plan of action.

MEDIA PACKAGE

That the Governor instruct the appropriate agencies to develop a total media package on community education. The media package should be designed to challenge state agencies to bring individual agency programs and projects together in a mobilized effort, resulting in the development of strategies that:

- Eliminate unnecessary duplication of services
- Capitalize on existing resources
- Provide for more effective, efficient and immediate client services
- Eliminate inter- and intra-governmental rivalries
- Improve inter- and intra-agency communication
- Identify available funding sources

DEVELOPMENT OF PROCEDURES FOR SHARED FUNDING

- That the Governor recommend that procedures for shared funding of local operational efforts of community schools and co-located efforts such as supplies, support services, and utilities be devised and implemented prior to the next biennial budget. Currently all such costs become the burden of the local school district. In view of present and projected budgetary constraints, this funding process is becoming increasingly unrealistic and is seen as a drain on the K-12 mission of local schools.

A portfolio of responses from many of the district school superintendents on this issue is enclosed for the Governor's review.

- That the Governor recommend that procedures for shared funding of the community education coordinator's position be explored and implemented prior to the next biennial budget request. Currently, all state funding falls upon the Department of Education. The remainder of the coordinator's salary and all other support services become the responsibility of school districts.

FULLER FUNDING OF THE COMMUNITY EDUCATION COORDINATOR

- That the Governor include in the next recommended budget to the legislature fuller funding of the community education coordinator position. The 1979 legislature's action in raising funding for this position to half of the coordinator's salary should be commended. However, as the ideas contained in this

report are more fully implemented, broader and fuller support of this position and support services should be considered.

REVIEW OF FUNDING CRITERIA FOR COMMUNITY SCHOOL COORDINATORS

- That a review of the present criteria for state funding of community school coordinators be implemented immediately. The position must extend beyond the coordination of adult-evening programs to warrant present or proposed funding.

REMOVAL OF COMMUNITY SCHOOL COORDINATOR FROM THE ADMINISTRATIVE RATIO

- That the Governor take leadership in removing the redefined position of community school coordinator from the current administrative ratio. The present ratio has the effect of forcing local boards of education into a choice between concerns for supervision of children and community concerns in order to avoid penalties.

ADVOCACY OF THE COMMUNITY SCHOOL CONCEPT BY THE GOVERNOR AND THE COMMISSIONER OF EDUCATION

- That the Governor, in cooperation with the Commissioner of Education, take the case for community use of schools to the school boards and superintendents of schools throughout the state. The school buildings are the key to implementation of the community school concept, and the school boards and superintendents hold the keys to the use of the schools.

UTILIZATION OF FLORIDA SCHOOLS

15

The Task Force called upon the Office of Educational Facilities Construction of the State of Florida for data regarding the utilization of school centers.

The Task Force was provided with the following current data

FINDINGS ON SCHOOL UTILIZATION

CURRENT UTILIZATION OF SATISFACTORY SCHOOL CENTERS

- Table 1 reveals that all but 162 of Florida's 1,807 satisfactory school centers are operating above 70 percent of capacity. However, these utilization figures are based on a normal K-12 school day and a 180-day school year. There is no current data on total school utilization.

DECLINES IN FTE STUDENTS BETWEEN THE 1977-78 SCHOOL YEAR AND THE 1976-77 SCHOOL YEAR

- Table II reveals that
 - Full time equivalency (F.T.E.) students declined in 37 districts.
 - F.T.E. decline is most evident in the large districts: Brevard, Dade, Duval, Escambia, Pinellas, and Polk.
- *Differences between numbers of F.T.E. students for all districts during this period are available from the Office of Educational Facilities.

FULL TIME STUDENT EQUIVALENCY PROJECTIONS FOR GRADES K-12 THROUGH 1990

The Task Force concentrated on the *medium* projections in preparing the following findings based on Table III.

- F.T.E. projections for K-12 over the next ten years predict a curvilinear pattern, with declining F.T.E.'s in the next few years followed by a slight rise.
- The drop in F.T.E. that will affect elementary grades in the early 1980's will affect the senior high level by the late 1980's. However, total F.T.E. during this period will show a slight increase.

SCHOOL CENTERS RECOMMENDED TO BE PHASED OUT

- Table IV reveals that fifty-one satisfactory school facilities in twenty-four districts have been recommended for phase-out.
- Seventy-seven other schools throughout the state have been declared unsatisfactory and scheduled for phase-out. In many cases, these schools are still useful for community education: 1) Current criteria for suitability of buildings for young students are not the same as those for office buildings; 2) if the main school building is not useable, other buildings on the same site may be; or 3) if none of the buildings can be used, the site can be used for convenient location of other community services.
- The schools recommended for phase-out contain a total of 4.43 million square feet of floor space, with an average of 34,625 square feet per school.
- No state capital outlay funds may be used for renovation of schools on the phase-out list.
- A school may appear on the phase-out list for a variety of reasons, ranging from declining enrollment to being declared obsolete.

NEW SCHOOL CENTERS RECOMMENDED TO BE CONSTRUCTED

- As indicated in Table V, one hundred schools are slated for construction in Florida in the near future.
- All the proposed facilities are designated either as elementary, middle, junior - or senior-high, vocational-technical, adult or exceptional schools. Not a single proposed multipurpose building appears on the "to construct" list.

RENTAL OF SPACE BY OTHER STATE AGENCIES

- As Table VI reveals, the Department of Health and Rehabilitative Services leases 264 locations for direct service. These leased facilities currently occupy two and a quarter million square feet of space in the private sector, at an annual cost of \$13.3 million. In addition to leasing space in the private sector, the Department of Health and Rehabilitative Services also has office buildings located in major cities throughout Florida where state agencies are located. These state agencies are located in 2,017,000 square feet of state-owned office space. The annual rent paid by these state agencies to the Department of General Services amounts to \$5,337,000.
- Other agencies in state government and counties and municipal governments lease an additional two and a quarter million square feet of private space. The State, through the Department of General Services, leases a total of 4.4 million square feet of floor space from the private sector at an annual rental rate of \$20,157,000. This averages \$4.56 per square foot of floor space on an annual basis. (Source: Department of Health and Rehabilitative Services, Office of General Services)

PROJECTED INCREASE IN THE PERCENTAGE OF OLDER ADULTS IN FLORIDA

- As recently as 1960, one of ten people in the State of Florida was 65 years old or older. In 1976, one in six people was in that age group. In 1980, it is predicted that one of five people will be 65 or older.
- The rapid increase in Florida's older population in recent years has created many unmet needs for educational and social services.

INCREASE IN DISTRICT ADULT PROGRAMS

A steady increase in district adult programs is projected for the next fifteen years. These projections comprise Table VIII of this report.

RELATIONSHIP BETWEEN SCHOOL FUNCTIONS AND HRS FUNCTIONS

There is a close relationship between school functions and HRS functions: specifically, such services as Aid to Dependent Children, Health Clinics, Youth Service Referrals, Children's Medical Services, and Vocational Rehabilitation. In fact, most of the problems dealt with by the 18,000 HRS non-institution employees contain a large educational component.

TABLE 1

UTILIZATION OF SATISFACTORY SCHOOL CENTERS

CENTER	NUMBER	70% or below	71%-80%	81%-90%	91%-100%	Above 100%
KINDERGARTEN	4	2	—	1	1	—
ELEMENTARY	1123	59	110	194	239	521
MIDDLE	160	26	29	39	36	30
JUNIOR HIGH	171	12	27	30	44	58
SENIOR HIGH	238	40	36	54	42	66
COMBINATION	68	3	4	6	11	44
EXCEPTIONAL EDUCATION	43	20	—	7	8	8
TOTALS	1807	162	206	331	381	727

NOTE: The above data are based on a normal K-12 school day and a 180-day school year.

Source of data: Office of Educational Facilities Construction

TABLE II

DISTRICTS SHOWING A DECLINE IN FTE STUDENTS BETWEEN 1977-78 AND 1976-77*

DISTRICT	1976-77 FTE STUDENTS	1977-78 FTE STUDENTS	FTE DECREASE	PERCENT DECREASE
ALACHUA	22129	21917	-212	-.958
BAY	20191	19863	-328	-1.624
BRADFORD	3871	3792	-79	-2.041
BREVARD	51714	50885	-829	-1.603
CALHOUN	2739	2089	-50	-2.338
DADE	237475	232395	-5080	-2.139
DE SOTO	3643	3604	-39	-1.071
DIXIE	1750	1712	-38	-2.171
DUVAL	109568	107949	-1619	-1.478
ESCAMBIA	46471	45407	-1064	-2.290
FRANKLIN	1836	1821	-15	-.817
GADSDEN	9465	9305	-160	-1.690
GULF	2602	2538	-64	-2.460
HAMILTON	2307	2302	-5	-.217
HARDEE	4566	4492	-74	-1.621
HIGHLANDS	7368	7272	-96	-1.303
HILLSBOROUGH	111077	110652	-425	-.383
HOLMES	3478	3451	-27	-.776
JEFFERSON	2380	2328	-52	-2.185
LAKE	17493	17321	-172	-.983
LEON	21390	21375	-15	-.070
LIBERTY	945	928	-17	-1.799
MADISON	3445	3387	-58	-1.684
MARION	21583	21308	-275	-1.274
MONROE	9192	8894	-298	-3.242
NASSAU	7744	7594	-150	-1.937
OKALOOSA	25902	25549	-353	-1.363
OSCEOLA	8467	8116	-351	-4.146
PALM BEACH	70163	69688	-475	-.677
PASCO	23100	23032	-68	-.294
PINELLAS	89767	88766	-1001	-1.115
POLK	61100	59845	-1255	-2.054
PUTMAN	10464	10188	-276	-2.638
SUMTER	4578	4541	-37	-.808
SUWANNEE	4775	4702	-73	-1.529
WALTON	3990	3840	-150	-3.759
WASHINGTON	3105	3054	-51	-1.643

*These figures are based on an average of the fall and winter FTE count, and do not include homebound and hospitalized students. 1978-79 figures were not available as this report went to press.

SOURCE: Office of Educational Facilities Construction

TABLE II

**FTE PROJECTIONS FOR K-12 GRADES IN PUBLIC SCHOOLS
BASED ON AGE-GROUP PROJECTIONS FOR THE STATE OF FLORIDA AND ESTIMATES FOR 1978-79**

YEARS	K	1	2	3	G 4	R 5	A 6	D 7	E 8	S 9	10	11	12	TOTAL
MEDIUM														
1979	87,176	121,448	119,924	124,866	123,360	117,559	113,499	122,197	128,894	132,753	136,658	117,746	91,117	1,537,196
1980	84,667	126,223	119,135	122,054	128,965	125,685	119,951	123,227	125,365	132,384	131,447	116,208	92,237	1,543,543
1981	84,335	121,702	122,921	120,371	125,145	130,441	127,312	129,288	125,505	127,826	130,130	112,876	91,927	1,543,779
1982	85,598	121,022	118,321	123,990	123,215	126,368	131,910	136,994	131,460	127,756	125,441	111,560	87,634	1,551,271
1983	87,836	122,741	117,570	119,258	126,822	124,322	127,693	141,832	139,187	133,714	125,276	107,457	86,546	1,560,254
1984	87,132	126,273	119,545	118,805	122,255	128,291	125,949	137,650	144,474	141,938	131,455	107,591	85,177	1,578,577
1985	83,183	130,235	122,736	120,615	121,642	123,520	129,768	135,560	139,997	147,101	139,924	112,123	83,552	1,600,616
1986	96,873	134,228	126,286	123,540	123,142	122,509	124,585	139,271	137,476	142,135	143,979	119,129	87,287	1,620,441
1987	99,273	138,029	129,574	126,480	125,562	123,463	123,010	133,108	140,605	136,949	138,498	122,556	91,833	1,630,942
1988	100,603	140,806	132,631	129,177	127,959	125,310	123,398	130,822	133,766	141,459	134,767	117,345	84,041	1,632,083
1989	101,503	142,442	135,069	131,999	130,465	127,486	125,031	131,011	131,245	134,346	136,968	113,994	89,889	1,631,448
1990	102,237	143,816	136,733	134,520	133,409	130,073	127,291	132,838	131,525	131,909	130,174	115,936	87,383	1,637,847
LOW														
1979	85,552	119,186	117,690	122,540	121,063	115,370	111,385	119,921	126,498	130,281	134,112	115,513	89,420	1,508,565
1980	81,799	121,946	115,038	117,918	124,595	121,426	115,887	119,052	121,118	127,899	126,993	114,203	89,111	1,437,045
1981	81,025	116,925	118,037	115,646	120,234	125,322	122,315	124,214	120,579	122,809	125,023	108,446	88,313	1,488,354
1982	81,761	115,596	113,016	118,431	117,690	120,702	125,996	130,352	125,566	122,028	119,817	106,558	83,705	1,481,719
1983	83,388	116,526	111,616	113,219	120,400	118,027	121,227	134,650	132,139	126,943	118,932	102,015	82,163	1,481,245
1984	85,642	119,190	112,839	112,140	115,434	121,094	118,883	129,928	136,369	133,975	124,081	101,555	78,888	1,490,019
1985	88,062	122,291	115,306	113,258	114,223	115,986	121,853	127,292	131,458	138,129	130,826	105,848	78,456	1,502,988
1986	90,559	125,479	118,055	115,488	115,115	114,524	116,464	130,193	128,516	132,870	134,534	111,364	81,537	1,514,819
1987	92,397	128,461	120,592	117,713	116,858	114,904	114,483	123,881	130,859	129,117	128,893	114,061	85,467	1,517,887
1988	93,188	130,428	122,855	119,656	118,528	116,074	114,303	121,180	123,906	131,032	124,834	108,696	87,103	1,511,789
1989	93,532	131,256	124,462	121,634	120,220	117,475	115,213	120,723	120,939	123,799	126,212	105,042	82,830	1,503,340
1990	93,685	131,787	125,297	123,269	122,251	119,194	116,645	121,727	120,525	120,876	119,286	106,239	80,074	1,500,855
HIGH														
1979	88,799	123,709	122,157	127,192	125,658	119,749	115,613	124,473	131,294	135,226	139,203	119,939	92,814	1,565,825
1980	86,535	129,008	121,763	124,746	131,809	128,457	122,597	125,946	128,131	135,304	134,346	120,816	94,271	1,583,730
1981	86,805	125,267	126,522	123,897	128,811	134,262	131,041	133,076	129,182	131,571	133,942	116,182	94,620	1,595,178
1982	88,747	125,474	122,674	128,551	127,747	131,017	136,763	142,033	136,296	132,456	130,056	115,664	90,858	1,608,336
1983	91,749	128,208	122,807	124,571	132,471	129,861	133,391	148,151	145,387	139,671	130,857	112,244	90,401	1,629,757
1984	95,453	132,843	125,765	124,986	128,657	134,965	132,501	144,812	151,990	149,322	138,214	113,183	87,925	1,660,701
1985	99,315	137,918	130,040	127,737	128,818	130,807	137,475	143,558	148,256	155,779	147,543	119,373	88,461	1,635,044
1986	103,270	143,091	134,624	131,637	131,272	130,598	132,611	148,467	146,553	151,519	151,485	126,995	91,050	1,727,431
1987	106,550	148,139	139,064	135,744	134,758	132,505	132,620	142,857	150,904	149,126	148,637	131,533	98,553	1,750,396
1988	108,719	152,165	143,330	139,598	138,282	135,419	133,352	141,375	144,557	152,877	145,699	126,812	101,627	1,763,745
1989	110,494	155,060	147,034	143,693	142,022	138,779	136,107	142,616	142,871	146,250	149,101	124,032	97,852	1,775,970
1990	112,134	157,739	149,971	147,543	146,325	142,666	139,615	145,698	144,260	144,679	142,777	127,160	95,848	1,796,411

Annualized FTE

TABLE IV

**SATISFACTORY SCHOOL CENTERS RECOMMENDED TO BE PHASED OUT
APRIL, 1979**

COUNTY	TYPE	NUMBER	NET SQUARE FEET
Bay	Elementary	1	28,940
Brevard	Elementary	3	106,381
	Other Centers	3	182,292
Broward	East Side Center	1	31,187
Dade	Elementary	5	160,572
Desoto	Elementary	1	27,818
Duval	Senior High	1	104,795
	Other Centers	2	36,691
Escambia	Elementary	1	20,409
	Special Education	1	18,888
Gulf	Elementary	1	15,307
Hillsborough	Elementary	4	93,771
Lee	Elementary	1	20,502
Leon	Elementary	1	6,812
Madison	Elementary	1	23,562
Manatee	Elementary	1	5,740
Monroe	Elementary	1	12,343
Okaloosa	Elementary	2	52,808
Orange	Elementary	2	30,370
Palm Beach	Elementary	2	73,940
Pasco	Academy	1	3,443
Pinellas	Elementary	2	54,064
	Middle	1	49,684
Polk	Junior High	1	113,772
	Area Office	1	52,579
Putnam	Elementary	1	13,370
Santa Rosa	Middle	1	25,358
	High	1	37,117
Seminole	Elementary	3	60,176
Volusia	Elementary	3	80,084
	Jr. High	1	96,406

SOURCE: Office of Educational Facilities Construction.

TABLE V
NEW SCHOOL CENTERS RECOMMENDED TO BE CONSTRUCTED
APRIL 1979

COUNTY	GRADE ORGANIZATION	NUMBER OF CENTERS
Bay	K-6 • 7-9	1 • 1
Broward	K-5 • 6-8 • 9-12 • Adult	12 • 3 • 3 • 2
Charlotte	K-5 • 9-12	1 • 1
Clay	K-4 • 5-8	1 • 1
Collier	5-8	1
Dade	K-6 • 7-9 • 10-12	1 • 1 • 1
Duval	K-5	2
Escambia	K-5 • 9-12 • Exceptional Education	3 • 1 • 1
Hardee	K-6 • 10-12	1 • 1
Hernando	K-6	1
Hillsborough	K-6 • 7-9 • Exceptional Education	2 • 2 • 1
Indian River	K-5	1
Lee	K-6 • 6-8	2 • 1
Leon	K-5	2
Marion	9-12	1
Martin	9-12	1
Nassau	K-6 • 10-12	1 • 1
Okeechobee	K-6	2
Orange	K-6 • Exceptional Education	1 • 1
Osceola	K-5	2
Palm Beach	K-5 • 6-8 • 9-12 • Adult	2 • 1 • 1 • 1
Pasco	K-6 • 7-9 • 10-12	6 • 1 • 1
Pinellas	K-5 • 6-8 • 9-12	4 • 3 • 1
Polk	K-6 • Exceptional Education	1 • 1
St. Johns	7-9	1
St. Lucie	K-6	3
Santa Rosa	K-5 • Adult	1 • 1
Seminole	K-5 • 6-8 • 9-12	1 • 1 • 1
Sumter	K-5	1
Volusia	K-6 • 7-9	2
Walton	6-8	1

SOURCE: Office of Educational Facilities Construction

TABLE VI

**DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES
OFFICE OF GENERAL SERVICES DISTRICT DATA**

HRS District	Location of Headquarters Office	Number of Counties	Number of Municipalities	No. of HRS Non-Institution Employees*	Other Leased Locations
1	2	3	4	5	6
I	Pensacola	4	16	869	12
II	Tallahassee	14	57	1,050	31
III	Gainesville	16	71	1,210	33
IV	Jacksonville	7	58	2,013	36
V	St. Petersburg	2	30	1,217	19
VI	Tampa	2	9	1,397	17
VII	Orlando	4	8	1,391	20
VIII	Ft. Myers	10	35	1,511	22
IX	West Palm Beach	5	49	1,240	23
X	Ft. Lauderdale	1	29	1,035	18
XI	Miami	2	31	2,264	29
Non-District	-----	---	---	---	4
Total	67	67	393	18,002	264

*Excludes those employed in the 18 major institutions located throughout the state.

SOURCE: Department of Health and Rehabilitative Services, Office of General Services.

TABLE VII

PROJECTED INCREASE IN THE PERCENTAGE OF OLDER ADULTS IN FLORIDA

Y. AR	TOTAL POPULATION	POPULATION 65 & ABOVE Percent of Total	POPULATION 55 & ABOVE Percent of Total
1900	528,542	2.6	6.6
1910	752,619	2.9	7.3
1920	968,470	4.2	9.6
1930	1,468,211	4.8	11.1
1940	1,897,414	6.9	14.3
1950	2,771,305	8.5	17.0
1960	4,951,560	11.1	20.5
1970	6,789,443	14.6	25.0
1976	8,551,800	16.8	27.8
1980	9,431,500	19.0	30.0
1990	11,722,500	21.2	31.4
2000	13,571,600	21.1	30.8
2020	16,994,000	21.2	34.2

SOURCE: University of Florida Division of Population Studies, Bureau of Economic and Business Research.

TABLE VIII

**PROJECTIONS FOR DISTRICT ADULT PROGRAMS
BASED ON 1978-79 ESTIMATES**

PROGRAMS	1979	1980	1981	1982	1983	1984	1985	1990	1995
MEDIUM-RANGE									
ADULT VOCATIONAL PREPARATORY	27,081	27,963	28,630	29,251	29,844	30,410	30,953	33,640	35,661
ADULT VOCATIONAL SUPPLEMENTAL	12,747	13,204	13,571	13,913	14,245	14,567	14,882	16,480	17,685
TOTAL ADULT VOCA.	39,828	41,167	42,202	43,164	44,088	44,977	45,835	50,121	53,346
BASIC ADULT	30,568	31,531	32,229	32,875	33,476	34,038	34,566	37,088	38,832
TOTAL ADULT	70,395	72,698	74,431	76,039	77,564	79,015	80,400	87,208	92,178
LOW-RANGE									
ADULT VOCATIONAL PREPARATORY	26,450	26,829	27,328	27,789	28,224	28,634	29,024	30,927	32,196
ADULT VOCATIONAL SUPPLEMENTAL	12,413	12,622	12,890	13,139	13,380	13,614	13,841	14,982	15,811
TOTAL ADULT VOC.	38,863	39,452	40,218	40,928	41,604	42,248	42,864	45,910	48,007
BASIC ADULT	29,909	30,321	30,856	31,342	31,786	32,193	32,568	34,325	35,276
TOTAL ADULT	68,773	69,773	71,074	72,271	73,390	74,441	75,432	80,235	83,283
HIGH-RANGE									
ADULT VOCATIONAL PREPARATORY	27,653	28,644	29,537	30,383	31,199	31,989	32,755	36,577	39,420
ADULT VOCATIONAL SUPPLEMENTAL	13,014	13,529	14,010	14,462	14,905	15,340	15,766	17,941	19,618
TOTAL ADULT VOC.	40,668	42,173	43,548	44,845	46,104	47,328	48,521	54,511	59,038
BASIC ADULT	31,210	32,206	33,230	34,121	34,966	35,771	36,539	40,268	42,813
TOTAL ADULT	71,877	74,459	76,777	78,966	81,070	83,099	85,060	94,779	101,851

Annualized FTE

Based on these findings, the Task Force has reached the following conclusions.

CONCLUSIONS ON SCHOOL UTILIZATION

AVAILABILITY OF SPACE IN PUBLIC SCHOOLS

- School utilization data are based on a normal school day for grades K-12, 180 days a year. Schools considered "fully utilized" are actually available for use by other population groups during a large part of the day.
- Even under the K-12, normal school day definition, 162 schools in Florida are operating at under seventy percent utilization.
- Shifts in Florida's population and the accompanying decline in school enrollments are freeing some public school space and in some cases necessitating the abandonment of entire facilities. Space which becomes available can be recycled to meet identified community needs.

NEED FOR MULTIPURPOSE FACILITIES AND VARIED SERVICES

- F.T.E. by grade level and geographic area will continue to fluctuate in the foreseeable future; thus the building of multipurpose buildings becomes even more pragmatic. As families with children leave, other age groups with other needs will move in.
- The increasing need for programs and services for adults, coupled with the population shifts and declining F.T.E.'s in some areas, necessitates different educational programs and human services targeted at the needs of the total population, especially the elderly.

NEED FOR MORE COMPLETE DATA ON SCHOOL UTILIZATION

- No central data are available on total community school usage between the hours of 8:00 a.m. and 11:00 p.m.
- The phasing-out of schools is determined at the local level. Criteria for phase-out vary from district to district. No central data are available as to the salvageability of the seventy-seven "unsatisfactory" school centers slated to be closed.

SHARED CONCERNS OF THE SCHOOLS AND OTHER STATE AGENCIES

- Data from the Department of Health and Rehabilitative Services suggest that the department has many common concerns and missions with the local schools; for example:

1. Expert testimony has indicated that poor nutrition, primarily an HRS concern, and the lack of mental stimulation, primarily a school concern, are two major causes of senility in our elderly citizens. The public schools should work with other community agencies to identify educational and service gaps and to develop and implement targeted and responsible programming for elderly members of the community.
2. Sporadic early identification and intervention efforts on learning handicaps are revealing an average of thirty-eight percent of children from target population groups entering the public schools of Florida have physical, social or emotional problems or a combination of such problems that impair learning. The public schools are required to work with other community agencies to develop effective treatment modes for learning handicaps discovered in early identification and intervention efforts.

- While the Task Force has not examined data from other government agencies in addition to the Department of Health and Rehabilitative Services, it has concluded that similar common concerns exist, particularly with agencies such as the Department of Community Affairs and the Department of Labor.

NEED FOR COORDINATION OF FACILITY REQUIREMENTS AND AVAILABLE SPACE AMONG STATE AGENCIES

Five million square feet of space is leased by state agencies annually, half by the Department of Health and Rehabilitative Services, whose missions are closely related to those of the schools. No adequate mechanism for coordinating these facility needs with available school space currently exists.

OPERATION OF SCHOOLS AS COMMUNITY CENTERS

Florida public schools, which are easily accessible, should operate as community centers and should be available to serve the life-long educational and service needs of people of all ages, around the clock, around the year.

The available data on school utilization as defined by this Task Force are sketchy at best. This is understandable in view of the findings in the first section of this report. The concept of community education has not been understood or advocated at the state level; consequently, data that would be applicable for the purpose of this study are limited. This should not be interpreted as a criticism. It is simply a reflection of the current definition of school utilization:

School day 8:00 a.m. - 3:30 p.m. (approximately)
School year September through June
School population K-12
School utilization incorporates
the above factors

In Florida, as in most other states, *educational facilities* are synonymous with *school facilities*; facilities which are built, utilized and supported primarily by the Department of Education and the local school boards. School utilization as well as services to Florida citizens could be improved by the implementation of the following recommendations.

RECOMMENDATIONS ON SCHOOL UTILIZATION

COLLECTION AND DISSEMINATION OF DATA ON THE TOTAL USE OF SCHOOLS

- That the Governor provide leadership and support to insure 1) that data on the total use of schools be collected and 2) that this data be made widely available.

SUPPORT FOR THE USE OF SCHOOL FACILITIES BY OTHER STATE AGENCIES

- That the Governor, through appropriate means, initiate the development of an orderly procedure for investigating multi-agency opportunities in existing school buildings as well as proposed school buildings.
- That the Governor recommend the establishment of a mandated check-off system to insure communication regarding facility needs and surplus space at the state and local level.
- That the Governor encourage the issuance and implementation of administrative directives encouraging cooperation and coordination.

DEVELOPMENT OF PLANS FOR MULTIPURPOSE SCHOOL FACILITIES AND CONVERSION OF EXISTING FACILITIES

- That plans for the conversion of existing schools into human resource centers be developed. In addition, plans, models and suggested procedures for building new multipurpose facilities should be produced and distributed.

DEVELOPMENT OF AN AWARENESS PROGRAM FOR TOP ADMINISTRATIVE OFFICIALS

- That an awareness program regarding new trends in the development of multi-agency complexes be prepared and offered to top administrative officials in state government as well as to middle managers.

PROMOTION OF INTERAGENCY COORDINATION AND COOPERATION

- That clusters from various agencies be created to address functions (problems or opportunities) rather than departmental concerns or programs. For example, a truly educational cluster would involve more than the public schools and the Department of Education.

- That various departments of state and local government be instructed to develop and promote an incentive and reward system that encourages economies, efficiency and increased effectiveness through cooperative planning, programming and operation.
- That a position at the Governor's staff level be established to coordinate all agency efforts toward agreed-upon global strategies and to make recommendations that would promote flexibility and innovation in state and local government cooperation efforts. The strength of the position would rest in its concern for substantive issues rather than departmental goals (what is right, rather than who is right). This could be accomplished through the redefinition of an existing position.

NEED FOR FUNDS TO FACILITATE COOPERATIVE EFFORTS

- That the Governor provide leadership and support to insure that the following financial needs are addressed. If cooperation and mobilization of resources are to become a reality, there is a need for:

- Discretionary funds to be administered by the Governor's Office. These funds would be used to capitalize on unanticipated opportunities for cooperative and mobilized efforts which require immediate funding.
- Conversion and catalytic capital in the form of grants to facilitate the implementation of inter-agency cooperation. The absence of small amounts of funds often stands in the way of flexibility and adaptability. A number of opportunities for implementing some of the concepts contained in this report have evaporated during the short life of the Task Force because of a lack of this type of funding.

CONTINUED GUBERNATORIAL LEADERSHIP

- That the Governor continue to provide leadership in encouraging all agencies to think in terms of broad, strategic efforts. Most of the barriers to the fuller use of school facilities are not monetary or procedural, but are problems of attitude and lack of awareness.

**INTERAGENCY COORDINATION
AND
COOPERATION**

The preceding clusters of findings, conclusions and recommendations set the stage for the major mission of the Governor's Task Force on Community Schools: the identification of impediments to the use of existing surplus school space for broader community service activities.

The following findings, conclusions and recommendations address the need for increased inter-agency coordination and cooperation to facilitate further implementation of the community school concept.

FINDINGS ON INTERAGENCY COORDINATION AND COOPERATION

PUBLIC INTEREST IN COORDINATED, COOPERATIVE EFFORTS

- Heightened public concern over current issues such as spiraling inflation, the energy crisis and the increasing cost of government services has created a receptive climate for the implementation of coordinated, cooperative financial and energy conservation efforts among all community members.

REASONS FOR RESISTANCE TO JOINT USE OF SCHOOL FACILITIES

- In spite of widespread philosophical support of the joint use of school facilities and the need for coordinated, cooperative planning, the Task Force found that educators, governmental leaders, and human service professionals tend to resist becoming involved in the joint use of school facilities for the following reasons:
 - There is a great deal of professional parochialism (turfguarding) which retards cooperation and coordination.
 - Organizations and agencies, including the schools, appear to operate unilaterally rather than cooperatively.
 - There is a lack of awareness of the benefits to be derived from coordination, cooperation and mobilization of efforts.
 - Education and human service personnel do not know each other or the services of the respective organizations and agencies and are therefore unaware of opportunities for coordination and cooperation.
 - Currently there is no specific person of position within state and local agencies responsible for coordinating the joint use of publicly owned facilities.

INCREASED AWARENESS OF THE INTERRELATIONSHIP OF SOCIETAL PROBLEMS

- There is growing public and professional awareness of the interdependency of societal problems. Low achievement has a high correlation with economic deprivation. Economic disadvantage correlates highly with a host of other factors that affect school achievement. Schools need the support of other agencies. Social agencies view educational attainment as the single most important variable in their patterns of success.

ABSENCE OF COORDINATIVE MECHANISMS AND INCENTIVES FOR COOPERATION

- Although various public and private agencies may have resources available to provide successfully for needed community education/services, there is an absence of coordinative mechanisms. Specific funding sources and other incentives to insure ongoing maximum use of school facilities by governments and community agencies are not present.

PROCEDURAL BARRIERS TO COOPERATIVE EFFORTS

- Existing state and local administrative procedures do not encourage, and in many instances actually discourage, cooperative planning and sharing of resources.
- Funding procedures emphasize programs and tactics rather than strategies (i.e., short-range rather than long-range objectives). In many cases, agencies are forced to lease or rent because long-range arrangements are often prohibited by yearly budgetary constraints. The state government leases over twenty million dollars' worth of space annually. This figure does not include rental costs contained in contracts for service which also involve cost of space.
- Institutions and agencies are able to plan for new facility construction or leasing without reviewing the inventory of existing available space in school facilities.

CONSTRAINTS ON MULTIPLE USE OF FACILITIES

- Many practical constraints exist which block or impede multiple-agency use of facilities; examples are payment for renovations, maintenance and management of facilities.
- School facilities are not being designed or constructed for use as multipurpose community centers for the delivery of a variety of interagency community services.
- Both real and mistakenly perceived legal constraints regarding liability hinder the expansion of community schools.

LACK OF AWARENESS OF THE JOINT-USE FACILITY STATUTE

- The joint-use facility statute is not widely known or used (FS 228.071 - Sec. 9 and 10 as amended by the 1979 legislature):

USE OF SCHOOL PROPERTY. The buildings, land, equipment, and other property owned by a board may be used by the providers of community education on a shared or leased basis.

JOINT PROPERTY. A board, jointly with other governmental bodies, may acquire, own, maintain, and dispose of real and personal property for use in community education.

ACCESSIBILITY OF EDUCATIONAL FACILITIES

- Educational facilities provide a common meeting ground for the population. The ease of accessibility to educational facilities by a community further justifies the utilization of such facilities to provide the education/service needs of the community.

PROPOSED USES OF COMMUNITY SCHOOL FACILITIES

Many individuals involved in the delivery of human services visualize broader, more imaginative utilization of and programming for community schools. The following suggestions were made by individuals involved in a survey of the delivery of human services in H.R.S. District XI (Dade-Monroe). The accompanying portfolio submitted to the Governor includes the full survey report, which provides a more comprehensive explanation of many of the following suggestions.

Proposed Use of Community School Facilities

Social Service Programs

- Health care clinics
- Emergency shelter homes for children
- Child day care centers utilizing selected students as teacher's aides
- Child day care centers co-located in school facilities with daily meal programs for the elderly who can be used as volunteer child care assistants
- Community social service agency outposts
- Parent crisis centers (child abuse prevention programs)
- Marriage and other counseling services
- Legal services offices
- Consumer advocate centers
- Job-finding agencies

Educational Programs

- Staff development institutes
- Media outposts used in journalism studies
- Saturday classes in lieu of school suspension
- Theater of the Streets
- Monthly information forums/talk shows
- "Operation Support" (Deinstitutionalization resource)
- "Community Care Golden Gate": Utilization of Schools for Community Care
- University branches located within community schools for mutual benefit of university and community school
- Living skills for single parents
- Sex education for all ages
- Increased early childhood education classes structured for both parent and child
- Increased emphasis on special programmatic needs of the physically handicapped
- Increased course work in women's studies
- Expanded Head Start programs
- Tutorial programs in basic reading that youth services counselors could use as a condition of probation (co-located in community schools that have other programs that could provide resource tutors)
- Skills programs designed to assist displaced homemakers

Community Involvement Programs

- Neighborhood clothing exchanges
- Neighborhood food co-ops
- Community garden plots
- Town halls (community government headquarters)
- Consortium headquarters
- After-hours athletic programs
- Teen drop-in centers
- Space for meetings and fund-raising events for organizations and clubs
- Promotion of local performing artists by trading rehearsal space for free performances

Based on the above findings, the Task Force has arrived at the following conclusions.

CONCLUSIONS ON INTERAGENCY COORDINATION AND COOPERATION

ADVISABILITY OF COORDINATION AMONG AGENCIES

- Community service agencies and educational institutions should coordinate their program planning, the delivery of services and the efficient utilization of all existing community resources.
- Maximizing the use of public schools as community centers is economically sound and would promote energy conservation through the sharing of space and the consolidation of service delivery efforts. In addition, more efficient, convenient, and timely service to clients could result.
- There are presently very few examples of global strategies to address many of Florida's most pressing problems. Instead, one finds a myriad of special programs working independently on the same problem. The result is often reaction rather than pro-action. In many cases the global problem has not even been defined. Through coordination and cooperation, strategic approaches to Florida's problems could be developed.

USE OF SCHOOL FACILITIES AS COMMUNITY CENTERS

- Vacant, or partially vacant, school facilities should be converted into community centers serving the educational and community service needs of citizens of all ages. Even where buildings are phased out, the sites might be available for community service needs.
- Future schools should be constructed as multi-purpose community centers serving the educational and human needs of all citizens. Supplemental funds for this purpose should be provided. Contrary to some thinking, such an arrangement would enhance the K-12 program rather than detract from it.

NEED FOR INCENTIVES TO ENCOURAGE JOINT USE OF FACILITIES

- Incentives should be developed to encourage joint use agreements among educational institutions (schools, community colleges, universities, etc.) and other human service agencies regarding use of community-owned land, facilities, and equipment.

- Monetary and organizational incentives should be provided to stimulate the cooperative development of multipurpose centers. Non-productive and irrational rules, regulations, and statutes preventing such cooperative development should be thoroughly examined and eliminated wherever possible.

NEED FOR INVESTIGATION OF POSSIBILITIES FOR JOINT USE PRIOR TO NEW FACILITY CONSTRUCTION

- Educational institutions and other human service agencies of a community should be required to show evidence of thorough investigation of the possibility of joint use of existing facilities or other proposed facilities when applying for state funds for new facility construction or long-term leasing arrangements. The standard state leasing agreement often prevents the use of other public facilities even if they are available.

NEED FOR COOPERATIVE PLANNING FOR NEW SCHOOL FACILITIES

- The planning for new schools should involve other educational institutions and human service agencies in order to develop shared facilities and coordinated program efforts. Involved in the planning should be agencies such as: the Department of Health and Rehabilitative Services, the Department of Community Affairs, the Division of Employment Security, the Cooperative Extension Service, local departments of recreation, and local libraries. This is not an exhaustive list, but an illustration that education is broader than schooling.

NEED FOR LEADERSHIP TO FACILITATE INTERAGENCY COOPERATION

- Community education at the state level, because it is combined with adult education in the Department of Education, is not in an administrative or leadership position to facilitate interagency cooperation and coordination or influence intradepartmental planning. In fact, it is not even in a position to coordinate or mobilize community education activities within the Department of Education.

- There should be an individual at each community school with the expressed missions of facilitating identification of collective concerns and coordinating interagency services to be provided at the school and other public facilities in the immediate area. In most cases the community school coordinator should perform these functions.

NEED FOR INTRA-AGENCY AS WELL AS INTERAGENCY COORDINATION

- State agencies should be mandated to explore inter-agency cooperation and coordination with schools, school systems and other agencies. As an antecedent to this move, intra-agency cooperation must also be explored and implemented. There are many elements and functions that support community education in general and community schools in particular scattered throughout the Department of Education. There is little visible coordination between the following community education/ community school functions in the Department of Education: volunteer programs, citizens' advisory councils, annual progress reports to citizens, alternative education, vocational education,

The Community Education Facilities Act, Educational Improvement Projects, and a host of other programs and functions that address the basic tenets of community education as implemented by community schools.

NEED FOR APPROPRIATE MODELS

- Community schools that serve as human resource centers do not exist in Florida. Models which can serve as guides for the development of other community schools are needed.

ADVOCACY OF COMMUNITY USE OF SCHOOLS BY HUMAN SERVICE PERSONNEL

- Based on the results of the HRS District XI survey on the possible uses of community schools, numerous people involved in the delivery of human services view community schools as a tremendous resource as yet untapped, one that they are anxious to share. Although many of their proposals are not new to community education, the fact that they surface repeatedly bears witness to their validity and to the community need for such programming.

Based on preceding findings and conclusions the Task Force submits the following recommendations.

RECOMMENDATIONS ON INTERAGENCY COORDINATION AND COOPERATION

STATEWIDE AWARENESS CAMPAIGN

- That the Governor authorize a statewide awareness campaign promoting an understanding of the concept of community education and the benefits of joint use of school facilities.

ESTABLISHMENT OF A TEAM TO SURVEY EXISTING AND PROJECTED SPACE AVAILABLE FOR COMMUNITY NEEDS

- That the Governor recommend the establishment of a team including representatives from the Department of Health and Rehabilitative Services, the Department of Education, and other appropriate agencies, to survey existing and projected space that could be made available to meet the needs of the total community. The leadership for this survey would be at the state level, with local teams established to conduct the survey and report the results.

AMENDMENTS TO ENCOURAGE COMMUNITY USE OF SCHOOL FACILITIES

- That the Governor recommend that Florida Statutes be amended to encourage the use of educational facilities for providing community education and services. All elements of government delineated throughout the statutes would be referenced to one statute facilitating the cooperative development and utilization of community service centers (including liability and insurance issues).

REQUIREMENTS TO INSURE FULL USE OF AVAILABLE FACILITIES

- That the Governor recommend to the Legislature that Chapter 255.25 of the Florida Statutes be amended to require the Department of General Services to contact local school boards for availability of space in local schools prior to approving the lease of space.

- That the Governor issue an executive order to all agencies directly under his control that no construction, leasing or purchasing of space for agency use can take place without documented evidence indicating that all available community resources have been explored and are not suitable. Suitability should be determined in the context of the community education concept.

RESTRICTION OF STATE FUNDS FOR SCHOOL FACILITY CONSTRUCTION TO MULTIPURPOSE CENTERS

- That the Governor include in his recommended budget to the Legislature proviso language and appropriate funding to insure that state funds derived from subsections 9(a)(2) or 9(d), Art. XII of the state constitution appropriated for school construction, renovation, and recycling of school facilities are contingent upon a design that will make the facility a multipurpose community center serving both educational and human needs.

STUDY OF THE LEGAL RAMIFICATIONS OF JOINT USE

- That the Governor establish a team to study the legal ramifications of liability involving the joint use of facilities and the joint construction and leasing of facilities by state agencies with local agencies.

MONETARY INCENTIVES FOR COOPERATIVE EFFORTS

- That the Governor include in his recommended budget to the Legislature the establishment of monetary incentives to stimulate the cooperative development and use of community education and service centers. Conversely, it is recommended that monetary penalties be assessed against state governmental agencies that fail to promote the cooperative development and use of such centers.

FUNDING OF MODELS OF INTERAGENCY COOPERATION

- That the Governor include in his recommended budget to the Legislature a fund within the Office of the Governor for development of twelve models of interagency cooperation utilizing school space during the fiscal year 1979-80. Continued funding for the development of models should occur in subsequent years.

ESTABLISHMENT OF INTERAGENCY GROUPS AT THE DISTRICT LEVEL

- That the Governor request the establishment of interagency groups at the district level, consisting of high-ranking representatives of all major agencies and governmental bodies. These groups would address community educational issues and develop cooperative efforts. Establishment of these groups would be encouraged in every district and required in the districts where the proposed models are developed.

STAFF POSITION IN THE DEPARTMENT OF EDUCATION TO FACILITATE INTRA- AND INTERAGENCY COOPERATION

- That the Governor recommend the establishment of a position within the Department of Education at the administrative staff level, responsible only to the Commissioner of Education. This would not necessarily be a new position; it could be a redefinition of an existing position. The individual in this position would have, but not be limited to, the following functions:
 - To implement communication and synergistic efforts *within* the Department of Education; specifically, to develop strategies and networks that lead to interfacing, complementary and coordinated action and communication of goals and objectives.
 - To foster cooperation, coordination, and synergism *between the Department of Education and other state agencies*. There is presently a Technical Assistance Committee operating under the aegis of Community Education which includes representatives of a number of state agencies who voluntarily meet together in an effort to discover ways to share resources, programs, experiences, and information. Their experience indicates that simply bringing representatives of different agencies together often results in easy solutions to otherwise difficult problems through cooperative efforts. The Technical Assistance Committee is a beginning; but since the committee meets only three or four times a year and top level personnel from the various agencies are not generally represented at the meetings, the committee is not as effective as it could be.

**A Final Recommendation:
The Proposed Governor's Commission on
Community Education**

This final recommendation is treated separately because it ties together and sets in motion the major thrusts of this Task Force report. While the other recommendations address important needs, inter-agency coordination and cooperation resulting in the fuller use of available facilities and true community education cannot be effectively facilitated solely through a series of independent actions. This final recommendation provides for the global approach necessary for further implementation of the community school concept.

RECOMMENDATION

The Task Force recommends that the Governor establish a Governor's Commission on Community Education. This commission would assume leadership in the identification and prioritization of a series of issues, concerns and problems that confront the State of Florida. Once this has been accomplished, global strategies for addressing the issues or problems should be developed in cooperation with all public, private and volunteer organizations and associations that have resources or knowledge that can be brought to bear on the problems. After the issues and appropriate strategies to address the issues have been identified and developed, the problems, functions and services of the various agencies and groups working in cooperation with each other will have a greater impact.

The Task Force submits the following suggestions as to the composition and role of the proposed *Governor's Commission on Community Education*.

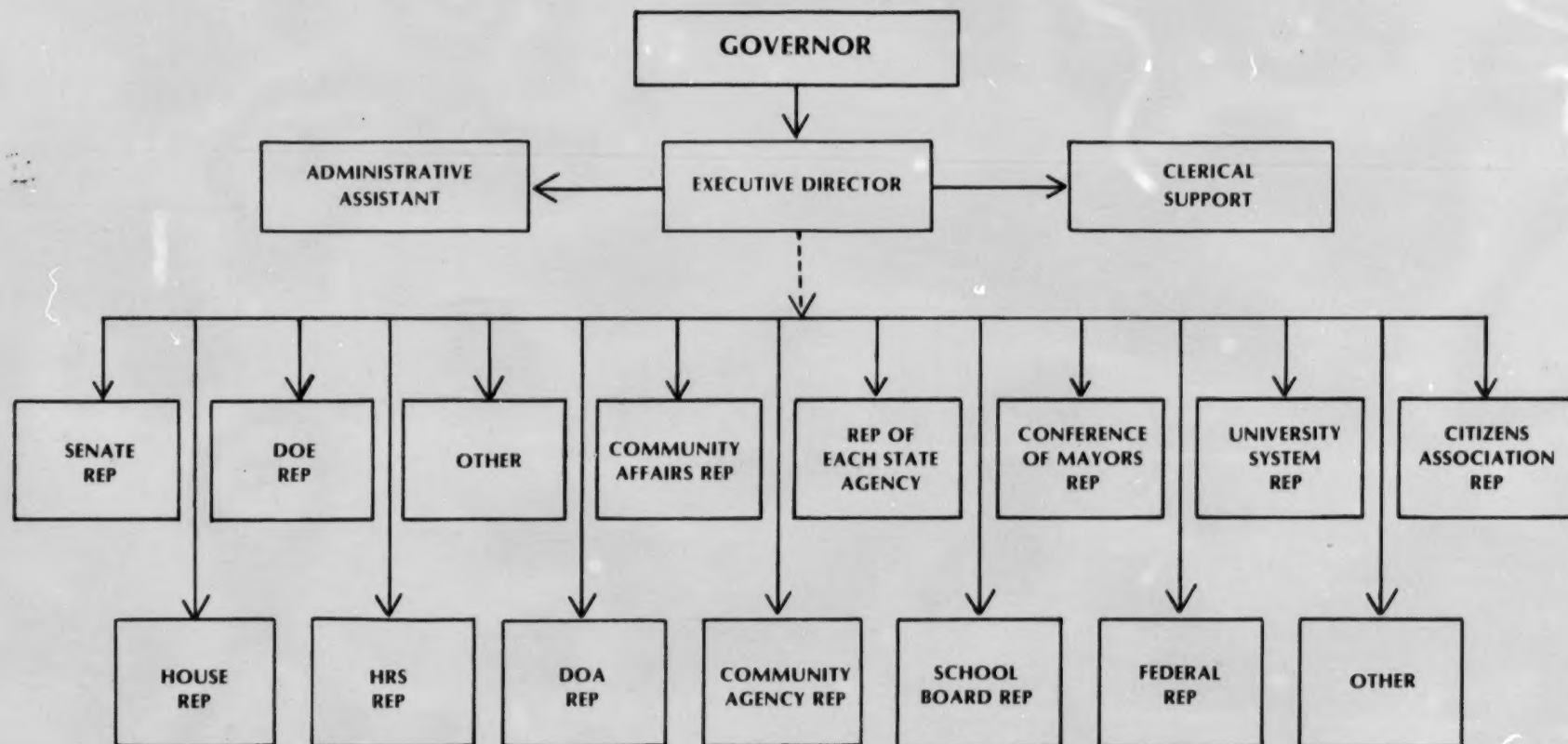
- The Governor would serve as chairman.
- The Governor would appoint a full-time Executive Director.
- Commission representatives would include but not be limited to:
 - The Senate
 - The House
 - The Department of Community Affairs
 - The Department of Health and Rehabilitative Services
 - The Department of Administration
 - The Department of Education
 - Citizens and association representatives
 - Other appropriate agencies

The Task Force visualizes the following functions for the Commission.

- To serve as facilitator of the coordinated efforts of various agencies in the implementation of basic strategies.
- To develop and report on plans and models of effective synergistic efforts.
- To report examples and illustrations of missed opportunities due to lack of coordination and cooperation.
- To promote and improve the practice of community education as a means for achieving the most cost-effective as well as program effective services.
- To make administrative and legislative suggestions for the Governor's consideration.
- To carry out these responsibilities, the Commission will need a budget. However, many resources could be drawn from existing agencies and departments. The participation in the Commission's mission by these other agencies and departments is the key to future implementation of the concepts envisioned in all the recommendations offered by this Task Force.

Efficiency and effectiveness depend in no small measure on how well parts of government fit, plan and work together, not merely on how well each performs independently. Unnecessary duplication of programs and facilities fills no community purpose. The establishment of a Governor's Commission on Community Education would provide for the global approach necessary to facilitate increased interagency planning, coordination and cooperation and the fuller utilization of state-owned facilities and state-sponsored programs and services.

SUGGESTED TABLE OF ORGANIZATION FOR GOVERNOR'S COMMISSION ON COMMUNITY EDUCATION



EPILOGUE

Because of an ever-increasing rate of change, social and environmental crises develop and explode more frequently and more rapidly than in previous times, necessitating immediate responses. In many cases the existing structures do not facilitate rapid and effective responses. Societal institutions are often poorly prepared to respond to disruptions, and they appear to be even less prepared to deal with the increasingly complex problems that produce the crises and disruptions. Too often, our societal institutions fall into a reactive stance which takes the place of substantive thinking and problem solving.

This report attempts to address one of the root causes of our apparent inability to rapidly and systematically address many of the problems that confront this state. In the past, governments have attempted to attack societal problems by breaking them down into simpler and more manageable parts. Traditionally, each part of the problem is assigned to a separate agency. The assumption is that each unit can solve its part of the problem independently. It is becoming increasingly obvious that this approach is encountering serious problems. A healthy society is more than the sum of its parts. A problem is not always solved by taking it apart. Problems of health, housing, transportation, employment, economic development, education and all other aspects of life are interrelated and cannot be effectively addressed through the current fragmented approach.

The future of Florida depends greatly upon the problems we decide to address and our means of addressing them. The identification of the problems, in the judgment of the Task Force, is a community affair. However, the Task Force found a "missing sense of community." Instead of groups, organizations, departments and institutions with common global goals, the Task Force found fragmented and parochial interests and purposes. There was little evidence of joint planning based on the premise that no problem exists in complete isolation. Believing that every problem and opportunity interacts with other problems and opportunities, the Task Force has made recommendations that involve a wide variety of agencies and organizations, both public and private, in the identification of future thrusts for Florida. Beyond that, the Task Force encourages the establishment of processes and procedures that will mobilize the vast wealth and resources of the state into a community of interdependent parts working together toward commonly accepted goals.

Societal decline or improvement is not inevitable. Whether a society grows, maintains the status quo, or begins to disintegrate can be determined by the society. The visions contained in this report suggest an opportunity for Florida to shape for itself a positive future based on the recognition of the interdependence of all aspects of community.

—The Governor's Task Force on Community Schools
June, 1979

APPENDIX A

DEFINITIONS AND GLOSSARY OF TERMS

Advisory Council — A representative body of persons especially designated or selected to act in an advisory capacity; an assembly of persons convened for consultation, deliberation or advice.

Center — A place considered as the middle or central point of activity; the hub; the core; the point or place that actions, forces, people, etc. go to or come from.

Citizen Involvement — Effective participation by members of a local community in the identification and prioritization of issues and the ensuing problem solving process.

Community — The public, society; a grouping of people living in proximity to one another; a social grouping of people sharing common goals, interests, values, etc.; a social group sharing common characteristics and perceived or perceiving itself as distinct in some respect from the larger society within which it exists; a group having common cultural or historical heritage.

Community Education — The dynamic process which constantly seeks new forms for the marshalling of all resources within a community toward the development of human potential — including the total realm of educational experience available to people to enable them to learn how to use their knowledge for the fulfillment of their wants and needs — a philosophical concept of service to the entire community by provision for the educational needs of all of its members.

Community School — The delivery center — human resource center — community center — used to implement the community education process, which views the school and its leaders as catalytic agents to help set people and projects in motion so that human development and community improvement may evolve. The community school is normally a public school.

Community School / Education Coordinator — The person who is employed by a school district on a full-time, 12-month basis to promote, organize, coordinate and direct a community school/education program.

Community School Program — The array of programs, activities and services coordinated through a community school/education center as part of a district's community education process.

Concept — An abstract idea; a generalized mental observation; a theoretical construct; a propositional

function, a logical relationship; an idea that includes all that is characteristically associated with or suggested by a term.

District — A division of territory marked off for administrative or other purposes; a region or locality; not necessarily synonymous with Local Education Agency, since districts are organized differently for the Department of Health and Rehabilitative Services, the Department of Agriculture, and others.

Education — The continuous process of learning and self-improvement by study, experience, instruction, etc.; a quest for improvement in one's life; one's experiences in life including those of home, school and community, implicitly including all experiences in addition to traditional schooling.

Interagency Cooperation and Coordination — The functioning of agencies in a mutually agreed upon working relationship. Collective action or "teamwork" on the part of agencies for common well-being, progress, economic advantage, delivery of services, avoidance of unnecessary competition duplication, sharing of resources for the benefit of agencies, and more importantly, for greater services to the citizenry.

Local Education Agency — The local agency with responsibilities for the coordination and delivery of educational programs or services to people in a particular county or region in Florida. This agency is normally the district public school system, but may be another public education agency.

Needs Identification — The process of formal and informal determination of the educational, recreational, health, cultural and other human service needs of the school and community.

Philosophy — A love or pursuit of wisdom; a search for underlying causes or principles of reality; a quest for truth through logical reasoning; a critical examination of the grounds for fundamental beliefs and an analysis of the basic concepts employed in the expression of such beliefs; a synthesis of learning.

Process — The action of moving forward, progressing from one point to another on the way to completion; the action of passing through continuing development from a beginning to a contemplated end; development; outward movement.

Program — A brief outline or explanation of the order to

be pursued or the subject embraced in a public exercise; a procedure plan; a schedule or system under which action may be taken toward a given goal; a proposed project; a scheme; a plan determining the offerings of an educational institution; a catalog of projected proceedings or features; a coherent sequence of incidences.

Resource Assessment — The process of identifying the available services of all community agencies, organizations and groups.

School — A place, building or buildings, where people come together in pursuit of a common interest; a place where instruction, knowledge, training and information are available.

School Day — For community education, may extend over the total 24-hour period, or any part thereof which is needed to help people fulfill their educational, recreational, cultural, health and other wants and needs, including what is traditionally known as the K-12 program.

School Year — The school year for community education purposes is a continuous 12-month year.

State Community Education Plan — The detailed plan describing the total community education effort of the State of Florida.

State Education Agency — The state agency, the State Department of Education, with responsibility for delivering educational programs or services to people in Florida, and for the coordination of educational programs provided by other state of Florida departments and offices.

Strategy — A plan or method that affords maximum support to a plan or concept; the art of devising or employing plans to achieve a goal.

Synergism — Cooperative action of discrete agencies such that the total effect is greater than the sum of two or more effects taken independently.

Tactic — Related to arrangement, order or pattern. [An arrangement or pattern showing orientation or movement directed toward a specific force, agent or problem.

APPENDIX B

PROCEDURES

Governor D. Robert Graham convened the Community School Task Force at Henry H. Filer Community School in Hialeah, Florida, on February 23, 1979. In his charge to the Task Force, the Governor noted the declining school age population and the gross underutilization of school facilities in Florida. He instructed the Task Force to explore new opportunities for the use of these facilities both as a means of integrating public service and overcoming the growing tendency towards age segregation in our society. He finally asked the Task Force to recommend what steps he should take, as Governor, to insure the accomplishment of these objectives.

The work of the Task Force was based on the following four procedural objectives, which were agreed upon at the initial meeting in Miami on February 23, 1979.

1. The development of a rationale and goals for efficient use of public facilities.
2. The consideration of means of accomplishing these goals.
3. The identification of barriers to the achievement of the goals.
4. The development of recommendations for administrative and legal actions, including incentives and encouragements.

The major activities of the Task Force included a review of selected literature and documents, the collection of data and information, the synthesis and analysis of data and information, and the preparation of the final report.

Task Force members were asked to review selected articles, monographs and booklets related to the field of community education. The purpose of this review was to establish among the members a clear common understanding of the field. In addition, the various laws and regulations pertaining to community education on the national and state level were reviewed.

Collection of secondary data and information was accomplished by various Task Force members on individual and team special assignment. Primary data and information were presented to the Task Force through the testimony of selected individuals representing education, state and local government, and the community at large. Regularly scheduled bi-weekly meetings of the Task Force were devoted to synthesis and analysis of data and development of conclusions and recommendations.

A synopsis of each of the working meetings of the Task Force follows.

February 23, 1979 — Miami

The first meeting was primarily organizational in nature. The Task Force received its charge from Governor Bob Graham and established the procedural objectives necessary to carry out that charge.

March 16, 1979 — Tallahassee

The particular objective of this meeting was to collect data and information relative to community education. Perceptions on community education were shared by representatives from various state agencies and institutions. Presentations were made by:

Dr. Aaron Lucas, Director, Staff Development Training Section, Department of Health and Rehabilitative Services

Mr. Julian Morse, Supervisor of Community Education, Division of Public Schools, Florida Department of Education

Dr. John T. Woeste, Dean for Extension, University of Florida

Dr. Jack Tebo, Associate for Policy Analysis, Florida Department of Education

Mr. Jim Fling, Coordinator, Adult/Continuing Education and Community Education, Division of Community Colleges, Florida Department of Education

Dr. Wayne Blanton, Florida School Boards Association.

March 30, 1979 — Jacksonville

This meeting was held in conjunction with the annual conference of the Florida Association for Community Education, and gave the Task Force an opportunity to hear testimony from a variety of community education professionals from throughout the state, including the President of F.A.C.E., Dr. Donald MacKenzie. In addition, the Task Force listened to presentations from Ms. Yvonne Burkholz, Chairman of the State Advisory Council on Adult and Community Education and Mr. Don Brewer, Jacksonville city councilman and mayoral candidate.

April 19/20, 1979 — Tampa

The Task Force heard testimony from the president of

the Florida Association of District School Superintendents, Dr. Gus Sakkis. Dr. Sakkis recommended that the Task Force request in a letter to him that all district superintendents be invited to comment in writing to the Task Force on joint use of facilities, funding needs, coordination of agencies or any other concern they might have about community education. This recommendation was accepted and implemented. Other speakers at this meeting were Dr. William Danenburg, Professor of Education, University of South Florida; and Mr. Ralph Smonse, Assistant Superintendent for Vocational, Technical, and Adult Education for Hillsborough County.

Each member of the Task Force then had the opportunity to present a first draft position paper to the group. A committee was assigned to synthesize these into a single draft copy for review at the following meeting.

May 10/11, 1979 — Orlando

During the first session the Task Force heard testimony from two speakers: Mr. Larry Ady, a councilman from

Belle Isle, speaking on behalf of the Florida League of Cities; and Mr. Charles Burkey, a representative from the Florida Association of Homes for the Aging. The remainder of the May 10 session was used to review the completed synthesis of the position paper, which was essentially a rough draft rationale for the efficient use of public facilities. The Task Force spent May 11 working on a draft copy of conclusions and recommendations.

May 24/25, 1979 — Orlando

This meeting was devoted to an open review of the findings, conclusions and recommendations of the Task Force to date, followed by small group sessions for the development of additions, corrections, deletions and adaptations.

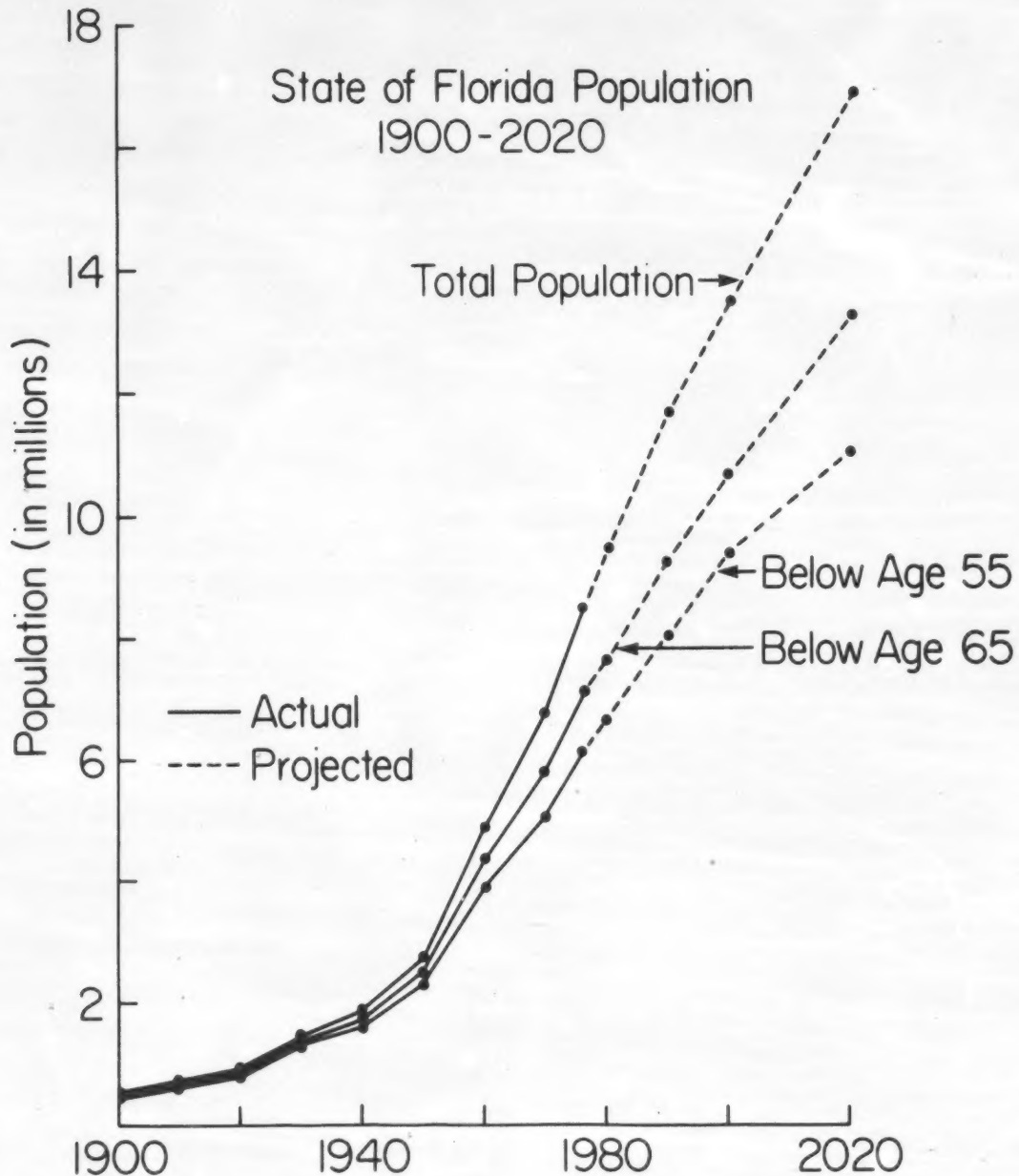
June 7/8, 1979 — Boca Raton

The entire session was devoted to a page-by-page review and revision of the first draft of the Task Force report.

Target date for submission of the Task Force Report to the Governor was June 30.

Governor's Task Force on Community Schools

Supplemental Report I



SOURCE: U.S. Census, and Bureau of Economic and Business Research, University of Florida.

As evidenced by the above figure, Florida's older population is growing at a much faster rate than the population as a whole. Growth of the group above age 55 is 25% greater than for the total population and 45% greater than for the group below age 55.